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ABSTRACT

This compilation of resolutions and positions of the Academic Senate for California Community Colleges (ASCCC) provides a collective representation of the current and past recommendations of the Senate for strengthening academic standards in California's community colleges. First, ASCCC resolutions are presented regarding academic standards, academic rigor, and course repetition; the associate degree; course classification and the credit/non-credit policy; general education; grading policy; and telecommunications and independent study courses. The resolutions are presented in the order in which they were adopted between fall 1976 and fall 1983. Appendices present an extended resolution on associate degree applicable courses adopted in fall 1983; position papers on "General Education Model Criteria for the Associate Degree," "Instruction as a Priority," "Academic Standards: The Faculty's Role," and "Guidelines for California Community Colleges in the Use of Telecommunications Systems in Instruction"; and a list of 29 ASCCC publications. (LAL)

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THE ACADEMIC SENATE
for California Community Colleges

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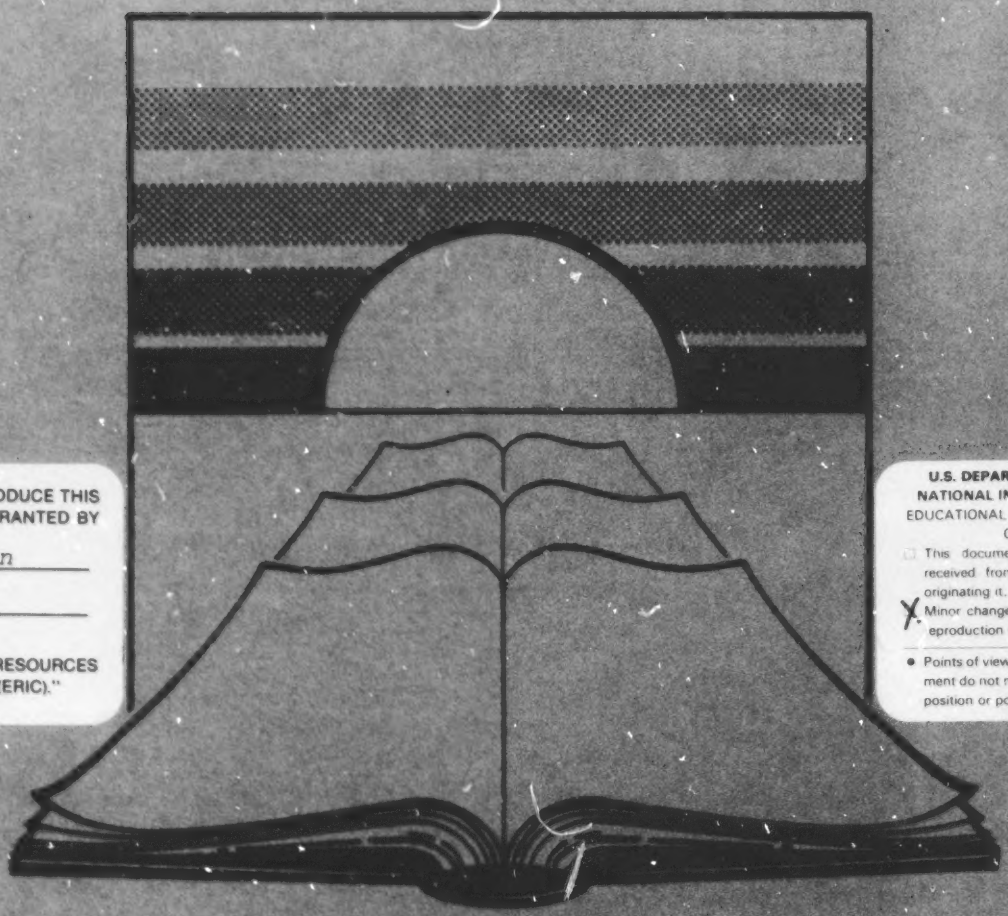

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ACADEMIC POLICIES
Leading the Way

JC 840 167

Selected Resolutions and Position Papers, 1974-1983

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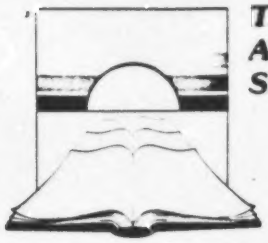

THE ACADEMIC SENATE

For California Community Colleges

PREFACE

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES IS DEDICATED TO MAINTAINING OPEN ACCESS TO ALL STUDENTS WHO CAN PROFIT FROM A HIGH QUALITY, BALANCED CURRICULUM. THE FOUNDATION, ON WHICH SUCH A CURRICULUM IS BUILT, IS A SET OF ACADEMIC STANDARDS, IN TURN BASED ON ACADEMIC POLICIES, WHICH GUIDE THE INSTRUCTIONAL PROGRAM AND ENSURE THE QUALITY OF THE OFFERING. THE FOLLOWING POSITIONS REPRESENT THE WORK OF THE SENATE IN SEVERAL SPECIFIC AREAS WHICH COLLECTIVELY REPRESENT CURRENT AND PAST RECOMMENDATIONS FOR STRENGTHENING ACADEMIC STANDARDS IN CALIFORNIA COMMUNITY COLLEGES. IT IS THE INTENTION OF THE SENATE THAT THESE ACADEMIC POLICIES - RESOLUTIONS AND POSITIONS - BE UTILIZED IN FURTHER DISCUSSIONS AND DEVELOPMENT OF NEW POLICIES WHICH WILL ENSURE HIGH QUALITY INSTRUCTION IN THE FUTURE.

ROBERT SILVERMAN
PRESIDENT

4/6/84

President ROBERT SILVERMAN, Santa Monica College
Vice President ALFREDO MENDOZA, Los Angeles Southwest
Secretary CARMEN DECKER, Cypress College
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SHIRLEY HEWITT, Sacramento City College
STEVE RUIS, Skyline College
ANGELO VILLA, Los Angeles Valley College

RESOLUTIONS - INTRODUCTION

On the Following pages are academic policy resolutions adopted by the Academic Senate for California Community Colleges on academic standards and related issues, including:

1. Academic Standards, Academic Rigor, Course Repetition
2. The Associate Degree
3. Course Classification and the Credit/Noncredit Policy
4. General Education and the Associate Degree
5. Grading Policy
6. Telecommunications and Independent Study Courses

When I compiled this index, I put resolutions under the category that seemed most appropriate, recognizing that some resolutions may fit under more than one topic. It should also be noted that in some instances resolutions have been edited slightly to save space; the complete text of resolutions, including "whereas statements," may be read by referring to the proceedings of the Senate session when the resolutions were adopted. These proceedings are available for the years indicated in the Senate publications list at the end of this report.

Edith Conn
Archivist

April 6, 1984

ACADEMIC STANDARDS - ACADEMIC RIGOR - REPETITION

BE IT RESOLVED THAT THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES:

1. Direct its president to create a standing committee on Academic Standards. Fall 1976

2. Recommend that local senates re-evaluate graduation requirements for for the Associate Degree to insure those requirements exceed state minimums listed in Title 5, include minimum basic skills levels, and delimit the number of remedial units. Fall 1977

3. Encourage each local senate to review the graduation requirements on its campus and work to maintain and/or increase them at a level which indicates that the graduate has achieved a high degree of scholastic excellence. Spring 1978

4. Recommend that its Academic Standards Committee develop close liaison with similar committees of CSUC and UC Academic Senates. Spring 1978

5. Endorse the concept of collegiality in asserting the right of the faculty to take the lead in matters relating to certificates and degrees; curriculum content and articulation; methods of instruction; and academic and professional standards. Fall 1978

6. Change the name of its Academic Standards Committee to the Educational Policies Committee. Fall 1978

7. Hold a special conference on Basic Skills/Remediation and General Education Requirements some time after January 1, 1979. (Conference Report, January, 1979, in Archives.) Fall 1978

8. Recommend that course repetition be allowed when a district has determined that the course is one in which a student who repeats it is gaining an expanded educational experience for one or more of the following reasons: (a) the course content differs from previous offerings; (b) skills or proficiencies are enchanced by repetition and practice within class periods so that public exhibitions, performance, or displays become more feasible; or unitl a required level of competence is achieved; (c) active participatory experience in individual or group assignments is the basic means by which learning objectives are obtained. Spring 1983

9. Request that the Executive Committee seek an appropriate solution to the following problem and report to the Fall, 1983 conference: students are prohibited from repeating courses for which they received satisfactory grades even though a considerable period of time has passed since completing the course and this situation is a particular hardship for the students in courses which are sequential in nature. Spring 1983

Academic Standards-Academic Rigor-Repetition - continued

10. Recommend that course repetition be allowed when it is educationally appropriate to do so, provided that language can be written that clearly distinguishes such courses so that abuses of any such repetition will not occur. Spring 1983

11. Adopt the position paper "Academic Standards: The Faculty's Role." (See Appendix D) Spring 1983

12. Ask that 55002, Standards and Criteria for Courses and Classes, Section (a) (1) be modified to say: It is recommended by the responsible college officials and the academic senate or other appropriate faculty body (AS DETERMINED BY THE FACULTY) as being of appropriate academic rigor and has been approved by the local district governing board as a collegiate course meeting the needs of the students eligible for admission. Fall 1983

13. Recommend to the Chancellor's Task Force on Academic Quality issues and to the Board of Governors that Section 55002 of Title V of the Administrative Code be amended to add new subsections (b) and (c) as indicated. (See Appendix A) Fall 1983

14. Recommend to the Board of Governors that they direct the Chancellor's Office to prepare revisions to the regulations stated in Chapter 4, Title 5 "...Independent Study" to bring that language into conformity with that of the newly revised Section 55002 "Standards and Criteria..." and present them to the Board for consideration, and

15. Ask the Education Policies Committee study the recently adopted course repetition policy and bring interpretations and ramifications to the Spring Conference. Fall 1983

ASSOCIATE DEGREE

BE IT RESOLVED THAT THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES:

1. Urge local Senates with the assistance of all faculty, counselors, and other pertinent college staff to promote vigorously the Associate Degree and to encourage students to apply for the Associate Degree. Spring 1980

2. Recommend to local faculty senates that the faculty recommending the award of the associate degree be the sole authority for establishing associate degree standards and requirements within Title 5 guidelines. Spring 1981

3. Recommend to local senates that they pursue every possible means to assure that their college/district does designate the major field on the diplomas for all associate degrees. Spring 1981

4. Recommend to local colleges that an academically rigorous, college level, degree appropriate course:

   (1) has appropriate level skills requirements, for example, in English and mathematics; (2) requires the use of college-level educational materials: (3) requires an average of three hours of work per week, including class time, for each unit of credit; (4) treats subject matter with a greater intensity and at a higher level than does a secondary school cours; (5) requires, with rare exception, written work such as essays and reports; (6) requires the student to understand and apply concepts; (7) has examinations, including essays, and/or, where appropriate, skill demonstrations by students, and (8) bases students' grades on demonstrated proficiency in the subject matter. Spring 1983

5. Recommend to the Chancellor's Task Force on Academic quality issues and to the Board of Governors that Section 55002 of Title V of the Administration Code to be amended to add new subsections (b) and (c) as indicated. (See Appendix A) Fall 1983

6. Recommend at least one lab science course be the minimum requirement for the AA/AS Degree Fall 1983

COURSE CLASSIFICATION-CREDIT/NONCREDIT

BE IT RESOLVED THAT THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES:

1. Recommend that a new and more specific system of credit designation be developed according to a 4-point guideline as stipulated. (Copy in Archives).

   Fall 1979

2. Urge that the concept of funding be separated from credit/noncredit courses on the state level and that the determination of credit/noncredit courses be the prerogative of the local community college.

   Fall 1979

3. Recommend that the Education Code be revised, authorizing community colleges to provide the courses necessary for students eligible for community college admission to achieve their educational objectives.

   Fall 1979

4. Continue to support the ideas of the Fall 1979 Session resolutions as depicted by braces in the version of the credit/noncredit course policy of April 1, 1980 as presented to this conference including the second option enclosed in braces listed under "Associate Degree Program and Courses" (I, A, 2) with the addition of: "upon the specific recommendation of the local academic senate" to this statement.

   Spring 1980

5. Recommend the proposed Report to the Chancellor's Advisory Committee on Credit/Noncredit Course Policy as described in the draft of April 1, 1980 be amended to delete all of the sections following the definition of "Community (Continuing) Education Programs and Courses" (I, A, 4), and that the following paragraph be added to this section:

   > "These courses are distinct from credit courses of a similar nature, which may include identical material, in so much as they lack the Carnegie Requirements for credit courses and/or violate the policy of the Board of Governors Action No. 791249 (December 6, 1979). As such, courses may be listed in both the credit and no-credit category depending upon the courses' content and academic rigor", and

   that throughout the entire credit/noncredit course policy proposal no direct reference be made to specific courses or programs of study and that no course or program of study be categorized based upon course or program title alone but upon the purpose and academic rigor of such courses or programs.

   Spring 1980

Course Classification-Credit/Noncredit - continued

6. Recommend that note (1) of the California Community Colleges Instructional Services and Community Services Classification as described in the draft of April 1, 1980 be amended as follows: 1. Substitute for "local faculty" the phrase: "local academic senate"; and 2. Add the footnote: "In the event that there is no local academic senate, the group would be a body composed of elected faculty representatives."
Spring 1980

7. Recommend, that "Instructional Services, Occupational Education" (I, B) as described in the draft of April 1, 1980 be amended to read as follows:

"Courses of study to prepare persons for an occupation with or without subsequent training or education in an institution of higher education or to provide for upgrading of job related skills."
Spring 1980

8. Reaffirm its position of Fall, 1979 that the concept of funding be separated from credit/noncredit courses on the state level, and that the Academic Senate reaffirm its position of Fall, 1979 that the determination of credit/noncredit courses be the prerogative of the local community college.
Spring 1980

9. Recommend to local senates that they work with chief instructional officer to insure that the local senate participates in and signs the compensatory course survey being conducted by the Chancellor's Office. Spring 1981

10. Request the Chancellor's Office to provide on the survey of compensatory courses a specified place for the signature of both the chief instructional officer and the faculty senate president.
Spring 1981

11. Request the Chancellor that Title 5 language be written to incorporate the course classification contained in the Chancellor's Task Force Credit/Noncredit Report and that this resolution be forwarded to the Chancellor, Board of Governors, CSUC, CPEC and legislative committees. Spring 1981

12. Urge local colleges to classify all courses strictly according to the criteria adopted by the Board of Governors.
Fall 1981

13. Recommend that local senates (or other body of the organized faculty deemed appropriate and chosen by the faculty) use an institutional process to implement the credit/noncredit course classification and that a model for this process might include (1) distribution of the criteria to all teaching departments for the review and classification of their course offerings according to the criteria; (2) review and final decision by the faculty in the institutional process; (3) sign-off by the Senate (or body selected by the faculty) of the list submitted to the Chancellor's Office. Fall 1981

Course Classification-Credit/Noncredit- continued

14. Urge local senates to review the course classification lists carefully and if necessary to consider submission of dissenting reports to the Chancellor's Office and CPEC. Fall 1981

15. Adopt the position paper entitled "Instruction as a Priority." (See Appendix C) Fall 1982

16. Request reconsideration of Chancellor's Office action in arbitrarily selecting physical education courses to be removed from the credit program, such reconsideration to be done in consultation with professional physical education instructors, and the Academic Senate, and request reinstatement of courses that meet the educational standards and criteria which reflect the philosophical principles and objectives of a sound physical education program. Fall 1982

GENERAL EDUCATION
ASSOCIATE DEGREE

BE IT RESOLVED THAT THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES:

1. Recommend that general education (GE) requirements for the Associate Degree include demonstration of proficiency in computational skills by examination or course work as determined by the college department/division in consultation with the local senate.

   Spring 1979

2. Recommend that GE requirements for the Associate Degree include demonstrated competency in writing and analytical skills in the English language acquired in a non-remedial course.

   Spring 1979

3. Recommend that local senates formulate objectives and criteria for inclusion of courses within the GE pattern for Associate Degree.

   Spring 1979

4. Recommend to the Chancellor that any attempt to amend the Education Code to allow colleges to adopt a category of institutional credit for remedial courses may not apply toward the Associate Degree, but which are essential for the academic development of the student, should provide commensurate funding.

   Spring 1979

5. Recommend that the Chancellor and the Board of Governors adopt regulations stipulating that no more than 10% of total units required for Associate Degrees may be remedial units in Basic Skills. These units may be counted toward electives but may not be used to satisfy GE requirements.

   Spring 1979

6. Recommend that one course may not be used to fulfill a General Education requirement for the Associate Degree and a major or elective requirement.

   Spring 1979

7. Recommend that basic oral communication course in the English language be included as a part of the General Education pattern for the Associate Degree.

   Spring 1979

8. Recommend that general education requirements for the Associate Degree include a demonstrated competency in writing and analytical skills in the English language acquired in a non-remedial course.

   Spring 1979

9. Recommend that an American History and Institutions requirement be restored as a graduation requirement for the Associate Degree.

   Spring 1979

10. Recommend that local Senate formulate objectives and criteria for inclusion of courses within the General Education pattern for the Associate Degree.

    Spring 1979

General Education Associate Degree - continued

11. Recommend to the Chancellor's Advisory Committee on General Education, that, in any revision of Title 5, a regulation be included requiring each college, with the approval and involvement of its academic senate, to conduct a systematic review of its general education philosophy and the criteria by which it designates the courses to meet the general education requirements. Fall 1980

12. Recommend to the Chancellor's Advisory Committee on General Education that, in any revision of Title 5, a regulation be included requiring each college to develop and publish in its catalog, the criteria, approved by its academic senate, by which it designates courses to meet general education requirements. Fall 1980

13. Recommend that the criteria used in selection of courses for the associate degree include the concept of breadth of subject matter. Fall 1980

14. Recommend that the Spring 1979 resolutions concerning proficiency in computational skills and competency in oral and written communication and analytical skills in the English language, be forwarded to the Chancellor's Advisory Committee on General Education. (See above resolutions #1 and #2). Fall 1980

15. Recommend that a course in expository writing of at least three units be required for the associate degree and that Educational Policies Committee study the question of mathematics and oral communication requirements and report at the Spring, 1981 session. Fall 1980

16. Develop a model set of criteria for general education requirements as a reference for local senates to be completed by the Spring, 1981 session. (See resolution #18 below and also model criteria position paper in appendix.) Fall 1980

17. Be responsible for assisting faculty at community colleges by producing an index of general education requirements and associate degree revisions, encouraging drafters of policies to annotate the process used in developing these policies and mailing this index to local senates with names of those at local colleges who authored and participated in policy development. Fall 1980

18. Adopt the following general education model criteria for the associate degree as the official position of the Academic Senate (see appendix for position paper) and state that the position of the Senate is that the area requirements stated in the position paper be considered only minimum requirements. Spring 1981

19. Recommend to each local faculty senate that it oppose any intrusions of professional or licensing agencies upon the general education component of the associate degree. Spring 1981

20. Recommend a course in American institutions (i.e. national, state, and local government) or American history of at least 3 semester units as a separate graduation requirement. Fall 1981

General Education, continued

21. Recommend that we as educators and members of our society will make a commitment to the ideal of educating the whole person to be critically and humanistically aware, and further recommend that to meet this commitment senates encourage the development of cross-disciplinary courses in humanities and critical reasoning as applied to human problems. Spring 1982

GRADING

BE IT RESOLVED THAT THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES:

1. Recommend to the Chancellor's Advisory Committee on grading policy that it consider the advisability of a statewide minimum grade of C for credit grade in Credit/No Credit classes.
   Spring 1979
2. Recommend to the Chancellor's Advisory Committee on grading policy that the symbol W be used only to indicate formal withdrawal from a class.
   Spring 1979
3. Recommend to the Chancellor's Advisory Committee on grading policy that it develop uniform definitions of grading symbols for use in all colleges.
   Spring 1979
4. Direct its Educational Policies Committee to conduct a study and issue a report on a twelve point grading system (A = 12 points; A = 11 points; B+ = 10 points; etc.), said report to be presented to the Academic Senate at its Fall 1980 Session.
   Fall 1979
5. Recommend that the date for withdrawals ("W") be extended to the fourteenth week, or after 75% of the course has elapsed.
   Fall 1979
6. Reaffirm its position regarding the use of "W", namely, that the symbol "W" be used only to indicate formal withdrawal from a class, i.e. that a student is no longer actively involved in that class.
   Fall 1979
7. Recommend that an additional symbol be added to the proposed list of evaluate symbols to be used as a grade for those students who actively continue in class after the withdrawal date but do not pass the class, and that this symbol be used at the discretion of the instructor and not preclude the use of an "F" and furthermore, such a symbol be included in Title 5 sections applicable to course repetition.
   Fall 1979
8. Recommend to the Chancellor's Advisory Committee on grading policy that the "W" Symbol, assigned after the last date that a student may elect to withdraw, be assigned by the instructor, not an administrator, and that it be assigned only in cases of formal withdrawal due to circumstances beyond the student's control, as recommended in the October 26th report of the Chancellor's Advisory Committee on grading policy.
   Fall 1979

Grading Policy - continued

9. Recommend to the Board of Governors of the California community colleges the adoption of the "W" policy as a minimum standard that would permit withdrawal as of the last day of formal instruction, but prior to the final exam period, permitting local faculties to establish a stricter standard if they feel such a standard would better meet the needs of their communities.
Spring 1980

10. Take the position that the local senates should be responsible for developing procedures on grading policies to be adopted by The Board of Governors in considering proposed regulations on grading policy under Title 5.
Spring 1980

11. Be it resolved that the Academic Senate adopt the position paper entitled "The Annotated Title 5 Regulations Pertaining to Grading Policy," written by Maryamber Villa, chair of the Educational Policies Committee. (Available from the Archivist.)
Fall 1980

12. Adopt the position that a withdrawal (W) from a course be issued after the 14th week (or 75% of a term, whichever is less) upon petition of the student of his/her representative and in extenuating circumstances, only upon the recommendation of a faculty committee appointed by the senate. Spring 1983

13. Take to the Intersegmental Committee the issue of grade inflation.
Spring 1983

TELECOMMUNICATIONS AND INDEPENDENT STUDY COURSES

BE IT RESOLVED THAT THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES:

1. Recommend to governing boards of each college district offering courses for credit via television that they provide adequate released time, or comparable compensation, and adequate instructional support services for the faculty member to carry out necessary instructor functions for all students enrolled in such courses to the same level of quality maintained for regular on-campus courses. Fall 1974

2. Urge that any course offered for credit through the medium of television for degree or transfer requirements be approved by utilizing the same local procedures as are used for non-television courses. Fall 1974

3. Recommend that any showing of a television course will be in its entirety, without additions or alterations, unless editorial changes are approved in advance by the instructor who prepared and/or authored the TV course. Fall 1974

4. Support the practice of residual payments based on a properly structured sliding scale to be paid to any community college instructor who develops a TV program and/or course for distribution by a community college district, and be it further resolved that the Executive Committee appoint an Ad Hoc Committee to develop a specific residual scale for presentation for adoption by the Academic Senate at the spring, 1975, conference. Fall 1974

5. Ask that the Executive Committee create an Ad Hoc Committee with appropriate funding to undertake a study of the trends in academic standards throughout the state, and be it further resolved that the Ad Hoc Committee submit a report by the fall, 1976 conference, and finally be it further resolved that the report include, but not be limited to: the academic quality of TV instruction; use of, and effects of, W, D, F, credit, no-credit grades; college-wide grading policies; coordination of academic quality of every segment of the education program. Fall 1975

6. Urge regional groups of Community Colleges with common concerns to establish faculty curriculum committees for the purpose of setting guidelines with respect to the use of TV courses for credit because the proliferation of TV courses is reaching epidemic proportions, and the value of many of these courses for credit may be questionable, and present faculty input is not effective in assuring the overall quality of TV offerings for credit. Fall 1977

Telecommunications and Independent Study Courses - continued

7. Request the legislature to remove the provision in S.B. 941 requiring independent study courses (which include courses given by television) to be transfer level courses. Spring 1979

8. Ask the legislature to retain rectrictions on independent study that affect program quality. Spring 1981

9. Recommend to local senates and governing boards and to the Board of Governors that policies governing college or district utilization of telecommunications systems in instruction be articulated within the framework of the guidelines as expressed in the document titled "Guidelines for California Community Colleges in the Use of Telecommunication Systems in Instruction," and that the principles expressed therein be adhered to in the educational practices in each district. (These guidelines were revised and expanded and adopted again Fall, 1983. See #16 below and Appendix E) Fall 1982

10. Recommend that local senates work to establish viable telecommunications advisory committees composed of a majority of faculty and charged with: (1) keeping faculty informed about telecommunications options; (2) recommending educational policy with regard to telecommunications in instruction; (3) monitoring and evaluating the educational costs and benefits from using telecommunications; (4) assisting in directing the development of use of telecommunications. Fall 1982

11. Recommend that local senates investigate which - and how many - courses use the many varieties of telecommunications, with results going to state senate for distribution. Fall 1982

12. Recommend that local colleges design and implement staff development activities that will increase faculty knowledge, experitse, and ability in designing and utilizing materials in telecommunications systems for instruction and instructional support. Fall 1982

13. Reaffirm its Fall 1974 position that any course offered for credit by television be approved by utilizing the same local procedures as used for non-television courses. Fall 1982

14. Reaffirm its recommendation (Fall 1974) to governing boards that they provide adequate instructional support services for the faculty member teaching via television to carry out necessary instructor functions for all students enrolled in such courses to the same level of quality maintained for regular on-campus courses. Fall 1982

Telecommunications and Independent Study Courses - continued

15. Recommend to the Board of Governors that they direct the Chancellor's Office to prepare revisions to the regulations stated in Chapter 4, Title 5 "...Independent Study" to bring that language into conformity with that of the newly revised Section 55002 "Standards and Criteria..." and present them to the Board for consideration, and direct its Executive Committee to send the above resolution to the Board of Governors for inclusion on the agenda for the Board meeting December 8-9, 1983, as an Information-Communications Received item, and when the item appears on the agenda at the meeting to request that the Board move it to a discussion item on the agenda of a regularly scheduled Board meeting as soon as the Board deems it appropriate to do so. Fall 1983

16. Recommend that the following guidelines be adhered to in the governance, administration, and instruction of any course offerings in which the delivery of the instruction in the content of a community college course relies on a telecommunication system or systems for the majority of the instructional time allocated to such courses and to courses similar in content but different in the means of delivering the instruction. (See Appendix E) Fall 1983

APPENDIX

1. EXTENDED RESOLUTION

2. POSITION PAPERS

3. PUBLICATIONS LIST

Appendix A

THE ACADEMIC SENATE

For California Community Colleges

ASSOCIATE DEGREE APPLICABLE COURSES
ADOPTED FALL, 1983

Be It Resolved that the Academic Senate recommend to the Chancellor's Task Force on Academic Quality issues and to the Board of Governors that Section 55002 of Title V of the Administrative Code be amended to add new subsections (b) and (c) as follows:

55002 (b) An Associate Degree Credit Course conforms to standards of academic rigor when it:

1. Meets all the requirements of subsection (a) of this section.
2. Treats subject matter with an intensity that has a greater expectation for learner independence than a secondary course.
3. Requires appropriate entrance skills and subsequent prerequisites.
4. Requires the ability to think critically and to understand and apply concepts in order to participate in the course.
5. Requires learning skills and vocabulary beyond the expectations of a secondary course.
6. Requires the use of college-level educational materials.
7. Requires a minimum of three hours of work per week including class time for each unit of credit and prorated for short term, lab and activity courses.
8. Bases grades on demonstrated proficiency in subject matter as determined by multiple methods of measurements of evaluation.
9. Uses methods of evaluation that include examinations, essays, and/or, where appropriate, use of appropriate symbol systems and/or skills demonstrations by students.
10. Requires appropriate degree level prerequisites in English and mathematics where such skill levels are necessary for success as determined by the local board of trustees.

Associate Degree Applicable Courses -continued

55002 (c) Associate Degree Appropriate Courses, as determined by the local board of trustees:

1. Conform to the standards in academic rigor contained in subsection 55002 (b).

2. All lower division courses that are determined to be at the baccalaureate level by CSU or UC.

3. English courses not more than one level below English 1A.

4. Mathematics courses above and including Elementary Algebra until fall 1986 and thereafter above and including Intermediate Algebra.

Appendix B

THE ACADEMIC SENATE

For California Community Colleges

An Academic Senate

Position Paper

GENERAL EDUCATION MODEL CRITERIA FOR THE ASSOCIATE DEGREE

ADOPTED SPRING, 1981

Title 5 requires that the 15 semester units of general education mandated for the associate degree include at least one course in each of the following areas: natural sciences, social sciences, humanities, and learning skills. A course, to fulfill the general education requirement, must satisfy both general education and area requirements. The Education Policy Committee recommends the following criteria.

(1) Natural sciences. Courses in the sciences are those courses which study the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course should help the student develop on appreciation and understanding of scientific method, require participation in laboratory activities or field studies, and encourage an understanding of the relationships between science and other human activities. Such courses would include introductory courses in general physical science, chemistry, physics, biology, astronomy, meteorology, geology, oceanography, and other scientific disciplines.

(2) Social sciences. Courses in the social sciences are those courses which study people as members of society. To satisfy the general education requirement in social sciences, a course should help the student develop an awareness of the methods of inquiry used by the social sciences, stimulate critical thinking about how people act and have acted in response to their societies, and promote appreciation of how societies and social sub-groups operate. Such courses would include introductory courses in sociology, economics, history, political science, and related disciplines, and some courses in psychology and anthropology.

(3) Humanities. Courses in the humanities are those courses which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course should help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses would include introductory or general-interest courses in art, music, religion, and literature, and some courses in philosophy and foreign languages.

General Education Model Criteria - Continued

(4) Learning skills. The Educational Policy Committee recommends the following specific requirements in English and mathematics.

(a) English and speech. At least one course of no fewer than 3 semester units which emphasizes clear and accurate communication in standard written English should be required. Either a baccalaureate-level (transfer) English composition course or a course perfecting the following skills:**(1) Selection of a controlling idea appropriate to the given writing task, (2) the coherent development of that idea to a reasoned conclusion, (3) use of sentences that demonstrate some structural variety and that contain language appropriate to the audience and the purpose, and (4) control of the conventions of standard written English (relative freedom from such errors as fragments, run-together sentences, faulty agreement and improper pronoun reference) and of mechanics (capitalization, spelling and punctuation).

Any course below this level should be considered remedial and subject to a limitation of units of remedial work which can be applied to the associate degree. A committee designated by the local faculty senate should certify the level of any course offered to meet this requirement. The student's choice of course should be based, if possible, on a combination of counseling, academic advisement, placement testing, and the student's goals.

One course of at least 3 semester units which emphasizes clear and accurate communication in standard spoken English may be used to fulfill additional units in this area.

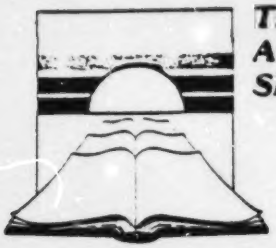
(b) Mathematics. At least one course of no fewer than 3 semester units with skills in arithmetic as a prerequisite should be required. These prerequisite skills would include proficiency in arithmetical operations with whole numbers, fractions, decimals, percent, and measurement and metrics:
or comparable accomplishment in skills beyond arithmetic may be established by examination or through high school articulation agreements.
The courses satisfying this requirement need not be of baccalaureate-level and ordinarily would be selected from the standard mathematics sequence; e.g., beginning algebra, but could be terminal courses designed to expose students to abstract thought and to equip them with suitable quantitative skills, such as statistical treatment of data, elements of algebra and geometry of common use, rudiments of personal accounting, and so on.

**The writing skills listed in this paragraph are the criteria included in the "Statewide Standard for Entrance to Freshman Composition Courses" adopted by the CPEC Blue Ribbon Subcommittee on Writing Standards (an intersegmental English faculty committee) and subsequently adopted by the California Postsecondary Education Commission (CPEC).

General Education Model Criteria - continued

(4) Learning skills.

(b) Mathematics. con't.
Any course taken to prepare to meet this requirement should be considered remedial and subject to a limitation of units of remedial work which can be applied to the associate degree. A committee designated by the local faculty senate should certify the level of any course offered to meet this requirement.



THE ACADEMIC SENATE

For California Community Colleges

An Academic Senate

Position Paper

INSTRUCTION AS A PRIORITY

Fall, 1982

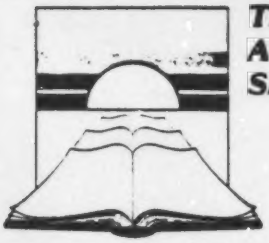
The Academic Senate adopts the following position paper entitled "Instruction as a Priority."

The state budget for 1982-83 required that the California Community Colleges reduce their apportionment by thirty million dollars by removing avocational, recreational, and personal development courses, as defined by the Board of Governors, from their state-funded course offerings. Therefore, on July 16, 1982, the Board of Governors approved a list of courses to be deleted from the credit and non-credit program of the community colleges. The Chancellor was under a short notice legislative mandate to report to the Legislature by August 15, 1982.

Due to the speed with which the Legislature required the Chancellor and the Board of Governors to carry out its mandate, discussion of the courses to be eliminated was necessarily limited. No clearly stated educational philosophy was developed to guide the selection of courses for deletion.

As a result, decisions were made which in some cases, were educationally unsound and, in others, were biased. For example, the use of course titles, since they vary from one college to another, is not an effective way to identify like courses. A course titled "Conversational Spanish" at one college may be similar in content to the "Introduction to Spanish" at another. Further, the final list deleted many lifelong physical fitness courses, particularly those designed for women, while support for athletics, really an extracurricular activity, continued. The inclusion of some courses, such as real estate, made it difficult to derive even an implicit underlying educational philosophy from the list. Clearly, educationally sound criteria and process must be developed if further curriculum review, especially cutting back, is to take place.

Instruction is the first priority of the community colleges. It is, in fact, the only reason for their existence. Instruction has now taken a thirty million dollar cut. The Academic Senate recommends to the Legislature, CPEC, and the Board of Governors that, if further economies become necessary, alternatives to cutting the instructional program be given first priority. For example, the cost of extra-curricular activities and administrative services should be examined prior to additional cuts in the instructional program.



THE ACADEMIC SENATE

For California Community Colleges

An Academic Senate

Position Paper

ACADEMIC STANDARDS: THE FACULTY'S ROLE*

Discussion and Action

We seem to hear more every day about declining academic standards. In January, the newspapers reported that only about 62 percent of candidates for certificates to teach in California elementary and secondary schools passed tests in basic skills. Many community college faculty are concerned about standards in their institutions, in part because in the late 1960s and the 1970s standards became associated, in the minds of many faculty members and students, with personal rigidity rather than academic rigor.

Today's financial situation has given us different problems, including pressure to retain students regardless of their preparation or performance. A faculty member who wants to have and uphold academic standards may fear losing students to a colleague with lower requirements. Conversely, faculty who see themselves as the last bastions of academe may have unnecessarily and unfairly high standards.

Believing that many faculty may want to re-examine academic standards with their collegagues, the Educational Policies Committee of the Academic Senate for California Community Colleges offers the following suggestions.

DISCUSS THE NATURE AND FUNCTION OF ACADEMIC STANDARDS WITH YOUR COLLEAGUES. Get together with others in your academic department or in a larger group through the local academic senate and examine what academic standards mean. Make it clear that academic freedom means that faculty can express controversial opinions without being persecuted for doing so; academic standards require faculty to teach the subject matter with appropriate rigor and to grant passing grades only to students who demonstrate competency in the subject. Talk with your colleagues about fairness to the students, too. Students need to know that Spanish 1 will prepare them for Spanish 2; if it doesn't, the people who teach those two classes need to discuss their standards Remember, a student who receives a D or F in a class can repeat it--in fact, should repeat it--but a student who receives a C cannot repeat under special circumstances. If a student is not ready for the next course, a grade of C is no favor.

HAVE A MEETING OF FACULTY WITHIN A DISCIPLINE. Get together the faculty teaching a multi-section course or sequential courses, or courses in a particular program. (The administration doesn't have to call the meeting; faculty may prefer to get together on their own.) Review the departmental course outlines or departmental syllabi, which state officially what each course covers. If the outlines are outdated, revise them; if there aren't any outlines, write some. (They are required by law.) This would also be a good time to review catalog course descriptions and to recommend changes, including removing courses which are no longer taught. Talk about how to implement the course outlines, discussing textbook selection; grading standards; number, size, and type of assignments; and methods of instruction. Everyone doesn't have to do exactly the same thing, but there should be similarity in the amount and diffculty of work required of students in different sections of the same course. Some departments may want to write course objectives stating what students in each course should be able to do at the end of the semester if they are to pass.

*Submitted to the Spring, 1983 Session by the Educational Policies Committee, this position paper was adopted as an official position of the Academic Senate, April 16, 1983. The Educational Policies Committee 1982-83: Barbara Hinkley (chair), Leon Baradat, Lillian Blaschke, Ken Coxon, Alex Esparza, Alfredo Mendoza, Susan Petit, Steve Ruis.

CONSIDER SELECTING TEXTBOOKS OR GRADING PAPERS TOGETHER. Doing this even once would be enlightening. Some faculty might want to team teach. Have follow-up discussions, too, to explain how decisions worked out and to look together for solutions to problems. Sit in on a colleague's class, or invite a colleague to sit in on yours.

SPONSOR CROSS-DISCIPLINARY DISCUSSIONS OF STANDARDS. Math and science faculty, history and English faculty could discuss what skills and knowledge they can and should expect of each other's students. If some departments require term papers but no one teaches how to write them, students are being hurt; maybe a new course should be developed or an existing one changed. If there is only one person teaching a subject, he or she could discuss standards with others in a related area. In vocational fields, the local employers can provide information about what prospective employees need to know. Schools which receive our transfer students will have information about what skills our students may be lacking. Use outside information as a guide to whether departmental standards need to be changed.

INVOLVE PART-TIME FACULTY. Part-time faculty, especially new part-timers, may not know what to expect of students in some classes or what students will need to know in subsequent classes. Set up a system so new part-timers are each assigned to someone who has been at the school a while, probably a full-time faculty member who can serve as a resource person. Since part-time faculty typically are paid only for hours spent in class, try to get some money so part-timers can be paid for several hours each semester to meet with other faculty. It might even be possible to have an all-day meeting of all faculty in a department, with classes dismissed, to discuss standards.

ACCEPT RESPONSIBILITY FOR PROFESSIONALISM. Engage in professional growth activities, whether or not your school requires you to do so. These activities include taking refresher courses, making visits to other schools or research sites, reading professional journals, attending conferences, carrying out research, and generally keeping current in your field. Faculty are supposed to be self-motivated and self-regulating. Also, contribute to the institution by serving on committees; help your students by having office hours and being available during them. Finally, periodically reassess the validity of the material you're teaching. We need to have standards of our own before we can honestly impose standards on our students. If you or some of your colleagues are less than professional, it's your responsibility to become professional.

We're all going to teach like individual people. Sharing standards won't turn us into atuomatons. What it will do is assure us and our students that we do have programs, that Economics 1 prepares one for Economics 2, that a student who failed X's political science class would probably have failed Y's class, and that we mean it when we say that certain classes require certain skills and teach certain other skills.

When we have agreed with our colleagues about our standards, we can tell our students on the first day of the semester what those standards are without having to fear a mass exodus across the hall to the class of a colleague (whose standards may be low because he or she has the same fear). And we <u>should</u> tell our students what our standards are: how many papers, tests, reports, and/or experiments are required; how many hours they will have to spend on homework; how well they will have to perform to pass the course; what they will know when they do pass the course. The students will be reassured because our expectations of them will be defined; and we will know that we are providing an appropriate and rigorous education.

THE ACADEMIC SENATE

For California Community Colleges

An Academic Senate

Position Paper

GUIDELINES FOR CALIFORNIA COMMUNITY COLLEGES
IN THE USE OF
TELECOMMUNICATIONS SYSTEMS IN INSTRUCTION

ADOPTED FALL, 1983

The Academic Senate of California Community Colleges recommends that the following guidelines be adhered to in the governance, administration, and of any course offerings in which the delivery of the instruction in the content of a community college course relies on a telecommunication system or systems for the majority of the instructional time allocated to such courses and to courses similar in content but different in the means of delivering the instruction:

GENERAL REQUIREMENTS

1. Courses that rely on a telecommunications system as the primary means of delivery of instruction are governed by the legal structures that apply to courses taught in this mode and operate within the same organizational and academic structures that govern similar curriculum offerings.

2. Courses that rely on a telecommunication mode must be applicable to a campus-based degree or certificate program of instruction approved by the Coordinating Board for the institution.

3. The college requires its students to have a variety of educational experiences in order to qualify for transfer or for the associate degree and therefore limits the number of units earned in courses taught primarily in a telecommunications mode that may be applied to the A.A. or A.S. degree requirements or to general education transfer requirements.

4. Each institution offering or proposing to offer courses in a telecommunication mode shall stipulate the maximum proportion of the course requirements for each degree or certificate program that may be satisfied by telecourses, and provide a rationale for the proportion stipulated.

5. All courses which rely on a telecommunications system as the primary means of delivery of the instruction are clearly noted as such on students' transcripts.

6. Whenever the operation of telecommunication learning systems are centralized, such as regionally, district offices, district foundations, or one college within a multi-college district, programs, offernings, and courses should be subject to review and the case of course offerings approval, by an appropriate college committee, with a majority of faculty members approved by the Academic Senate.

Telecommunications Instruction Guidelines - continued

7. Courses offered in a telecommunication mode must meet the quality standards maintained in on-campus resident credit instruction.

COURSE REVIEW AND APPROVAL PROCEDURES

1. A course chosen for delivery through a telecommunications mode will normally be among the courses in the current course inventory that have been approved and taught by the institution. A course which is to be taught initially as a telecourse will require additional justification for approval.

2. Courses utilizing a telecommunications system as the primary means of delivery of instruction are subject to the same approval process that governs curriculum development at a college or in a distric with this process including faculty review of the proposed course and with faculty determination of the representatives who are charged with course approval.

3. For any course that relies on a telecommunications system as the primary means of delivery of the instruction in the course, faculty from the discipline area represented by the course:

   a. participate in the review of any materials that are not produced by that faculty and determine the need for local development of supplemental and enrichment materials and activities,

   b. determine the minimum standards to be observed by the instructor(s) with regard to such matters as course requirements, course assignments, number/frequency of exams, instructor contact hours,

   c. determine the equivalency of the course to existing course offerings,

   d. determine the number of units of credit to grant for the course,

   e. determine the place of the course in the college's curriculum.

4. A minimum number of instructor contact hours is established in such a way that this number plus the number of hours of telecommunications instruction at least equals the number of classroom contact hours required for a course offered in the traditional classroom mode.

APPOINTMENT AND EVALUATION OF FACULTY

1. Instructors assigned to courses taught in a telecommunications mode are selected by the regular procedures used to determine faculty assignment and are carefully selected from among the ranks of those with classroom experience in teaching comparable courses to assure that comparable academic rigor is maintained in courses taught in a telecommunications mode.

2. Instructors whose assignments include a course or courses which rely on a telecommunications system as the primary means of delivery of the instruction are provided with adequate advance time and with fair compensation to prepare for and train in the use of telecommunications materials.

Telecommunications Instruction Guidelines - continued

3. Wherever courses offered in a telecommunications mode permit the enrollment of substantially greater numbers of students than would normally be taught in a similar class on campus, the instruction will be expected either to assign additional faculty in appropriate numbers or to ajust the faculty member's teaching load.

4. Procedures for evaluation of faculty responsible for telecourses must be equivalent to those used by the institution for the evaluation of faculty teaching on-campus resident credit courses.

COURSE EVALUATION

1. Courses offered for credit in a telecommunications mode are regularly and systematically evaluated in ways similar to those employed when evaluating other courses offered for credit.

STUDENT PERFORMANCE

1. A student who wishe to enroll in a telecourse must satisfy the same requirements for admission to the institution, to the program of which the course is a part, and to the course itself, as would be expected of a student if he were enrolling in the same course taught in the traditional on-campus manner.

2. Each course offered in a telecommunications mode must include procedures for monitoring and assessing student performance. These procedures--such as written exercises, papers, and examinations--must be the same as or equivalent to those used in comparable on-campus resident credit courses. Standards for success or failure in telecourses must be as rigorous as those for on-campus resident credit courses.

3. Each course offered in a telecommunication mode must provide for timely feedback to students regarding their progress and performance, by methods equivalent to those used in on-campus resident credit courses.

4. Each course offered in a telecommunication mode must provide for live interaction between the student and the faculty member teaching the course. As a minimum, this interaction must include: 1) an orientation session or sessions at the beginning of the course; 2) periodic scheduled sessions between student and faculty member, either on an individual basis or in a group setting; and 3) provisions for unscheduled access by the student for advice or consultation with the faculty member, by telephone or other means.

GRADING PRACTICE

1. Grading practices for courses relying on a telecommunications system for instruction are comparable to those applied to students who complete similar courses with equal effort and achievement in courses taught in the traditional mode.

2. For all instructors assigned responsibility for courses that rely on a telecommunications system as the primary means of delivery of instruction, an established examination system ensures:

Telecommunications Instruction Guidelines - continued

a. that an instructor determines student progress at significant points and with an established frequency or for a pre-determined minimum number of times,

b. that exams are given only in a supervised setting that assures the confidentiality of the exams and the integrity of the testing procedure,

c. that the procedures used guarantee the identity of the student taking the exam.

STUDENT SERVICES

1. A course outline, study guide, and statements of course objectives, policies, and requirements are distributed to all enrolled students and are available to all interested persons.

2. Each student enrolled in a telecourse shall have access to all the academic support services which the institution provides for students enrolled in on-campus resident credit courses, such as academic advising, counseling, library and other learning resources, tutoring services, financial aid, etc. In addition, students enrolled in telecourses shall have access to campus events and other non-academic activities on the same terms as students enrolled in on-campus resident credit courses.

PUBLICATIONS

The following publications relating to activities of the Academic Senate are available from the archivist for the cost of duplicating and mailing:

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(805) 643-6621 - Home

1. Academic Standards Committee (now the Educational Policies Committee)
   a. Report to the Spring 1978 Session of the Academic Senate--this report includes a summary of the Academic Standards Conference held in December 1977.
   b. Report to the Spring 1977 Session of the Academic Senate--this report includes a summary and analysis of the Academic Standards questionnaire.

2. By-Laws and Rules of The Academic Senate for California Community Colleges.

3. Collegiality and Academic Senates, a Senate workshop address, Leon P. Baradat, 1980.

4. Credit/Noncredit Policy, an annotated booklet, Leon P. Baradat, October 30, 1980.

5. Faculty Involvement on State and Federal Advisory Committes, a position paper, adopted Fall, 1978, Jonnah Laroche and Edith Conn.

6. Fees, a position paper, adopted Spring, 1977, Jonnah Laroche and Jack Farmer.

7. Grading Policies, an annotated booklet, Maryamber Villa, Chair Educational Policies Committee, October 30, 1980.

8. Improving the Effectiveness of Local Senates, a Senate workshop address, Norbert Bischof, 1980.

9. Index to Academic Senate Positions and Resolutions, a selective list 1969-1982, published Fall 1982.

10. Index to Resolutions on Rights and Responsibilities of Local Senates and the Academic Senate for California Community Colleges, 1969-1983. Index to Resolutions on Staff Development, 1971-1983. Index to Resolutions on Vocational Education, 1979-1983.

10. Proceedings of the Academic Senate for California Community Colleges--minutes, resolutions, attendees:
    a. Fall, 1977
    b. Spring, 1978
    c. Fall, 1978
    d. Spring, 1979
    e. Winter Conference on Basic Skills, 1979
    f. Fall, 1979
    g. Spring, 1980
    h. Fall, 1980
    i. Spring, 1981
    j. Fall, 1981
    k. Spring, 1982
    l. Fall, 1982
    m. Spring, 1983
    n. Fall, 1983

11. Rationale for the Inclusion of the Academic Senate for California Community Colleges in Title 5 - Spring, 1978.

12. Recommendations for California Community College Involvement in Admission, Retention, and Academic Achievement of Groups Presently Underrepresented in California Community Colleges. Written by Tyra L. Duncan-Hall and Marian Anderson on behalf of the Academic Senate at the request of the Chancellor's Office as a response to Item 321, Supplemental Report of the Committee of Conference on the Budget Bill, California State Legislature, February, 1979.

13. Role of the Academic Senates in California Community Colleges-revised edition. A position paper adopted at the Fall, 1980 Session. In brochure form, written by Norbert Bischof, Title 5 and commentary.

14. Senate Surveys
    A. Local Academic Senates, Fall, 1979.
    B. Faculty Participation in the Hiring and Evaluation of Administrators 1982-83.
    C. Student Eligibility Requirements for Participation in Intercollegiate Athletics and Student Activities 1982-83.

15. The Matriculated Student: An Academic Statement, a position paper adopted Fall, 1982.

16. Guidelines for California Community Colleges in the Use of Telecommunications Systems in Instruction, a position paper adopted Fall, 1982, Revised, Fall, 1983.

17. Instruction as a Priority, a position paper adopted Fall, 1982.

18. Academic Standards: The Faculty's Role, a position paper adopted Spring, 1983.

19. Hiring and Evaluation, a brochure developed by the Educational Policies Committee, Spring, 1983, "to assist local academic senates in developing or updating policies regarding the hiring and evaluating of certificated staff, particularly administrators." Includes Title 5 excerpts with commentary and sample evaluation forms.

20. Annual Reports of the Academic Senate: 1980, 1981, 1983.

21. Directory of the Academic Senate: 1982-83; 1980-81; 1983-84.

22. Finance of California Community Colleges: A videotape produced by the Academic Senate and the Association of California Community College Administrators, with a workbook and list of additional readings. Available at cost in California for $53.25 (including tax). Contact Bob Silverman, Santa Monica City College, to order.

23. Statements on Preparation in English and Mathematics: Competencies Expected of Entering Freshman and Remedial and Baccalaureate-Level Course Work. Prepared by the Academic Senates of the California Community Colleges, the California State University, and the University of California. A 1982 publication, the 98-page booklet includes sample mathematics problems and English essays.

24. A Great Teacher Is. . . A complilation of definitions and descriptions from the 1982 Great Teachers Seminar, done in calligraphy. A limited number of copies available.

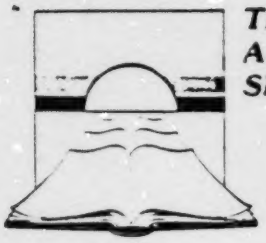
25. Managing Planning and Review Processes #1, a position paper adopted Fall, 1983.

26. General Education Model Criteria for the Associate Degree, a position paper adopted Spring, 1981.

27. Issues Pertaining to the Transfer Function of the California Community Colleges, Maryamber Villa, Chair, Educational Policies, Committee, February, 1981. The Senate response to the publication by the University of California of the final Report of the Task Group on Retention and Transfer, more popularly known as the "Kissler Report" after Dr. Gerald Kissler, Associate Director of Planning, Chancellor's Office, UCLA, June, 1980.

28. A Report to the 1982 Spring Conference on Articulation, Competencies, and Community College Testing Practices, prepared by the Educational Policies Committee, Leon Baradat, Chair. Includes a survey by Senate Research Chair Phil Hartley on testing. Spring, 1982.

29. Forum: Issues in California Community Colleges - a journal of articles by community college faculty, Jonnah Laroche, editor. Limited numbers available of the publication for 1981 and 1982.



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For California Community Colleges

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